

## Scoring Rubric for Text-Based Writing Prompts

This scoring rubric can be used to rate student responses to any of the writing prompts in the ELA/Literacy mini-assessments developed by Student Achievement Partners. Click [here](#) for a list of ELA/Literacy mini-assessments to use in your classroom.

	4	3	2	1
<b>Reading Comprehension</b>	<ul style="list-style-type: none"> <li>Provides an in-depth and accurate analysis of what is stated in the text and/or what can be inferred from the text(s)</li> <li>Provides complete and relevant textual evidence to support the analysis, showing thorough comprehension of ideas in the text(s).</li> </ul>	<ul style="list-style-type: none"> <li>Provides an accurate analysis of what is stated in the text and/or what can be inferred from the text(s)</li> <li>Provides relevant textual evidence to support the analysis, showing comprehension of ideas in the text(s).</li> </ul>	<ul style="list-style-type: none"> <li>Provides a somewhat accurate analysis of what is stated in the text and/or what can be inferred from the text(s)</li> <li>Provides limited relevant textual evidence to support the analysis, showing a basic comprehension of ideas in the text(s).</li> </ul>	<ul style="list-style-type: none"> <li>Provides a minimally accurate analysis of what is stated in the text and/or what can be inferred from the text(s)</li> <li>Provides little to no textual evidence or provides irrelevant textual evidence, showing limited or no comprehension of ideas in the text(s).</li> </ul>
<b>Development of Ideas /Use of Evidence</b>	<ul style="list-style-type: none"> <li>Presents clear and coherent central ideas, addressing all relevant concepts and supporting with relevant and extensive details from the text(s)</li> </ul>	<ul style="list-style-type: none"> <li>Has an evident central idea developed through the use of textual support and may include relevant general statements as well as some specific textual details</li> <li>Introduces few, if any, details from outside the text(s)</li> </ul>	<ul style="list-style-type: none"> <li>Provides a central idea that may be unclear and cluttered by irrelevant details</li> <li>Has limited textual evidence in support of central idea or uses many details from outside the text(s)</li> </ul>	<ul style="list-style-type: none"> <li>Lacks central idea; development of ideas is minimal or non-existent</li> </ul>

<b>Organization</b>	<ul style="list-style-type: none"> <li>• Demonstrates effective, logical, and clear structure</li> <li>• Exhibits strong use of transitions to create clear and logical relationships</li> <li>• Includes effective and logical introduction and conclusion</li> </ul>	<ul style="list-style-type: none"> <li>• Shows organization that is mostly logical but not completely clear</li> <li>• Exhibits use of transitions to clarify some relationships</li> <li>• Has both an introduction and conclusion</li> </ul>	<ul style="list-style-type: none"> <li>• Attempts organization but is disorganized</li> <li>• Demonstrates limited use of transitions to clarify relationships</li> <li>• Is missing either an intro or conclusion or includes weak examples</li> </ul>	<ul style="list-style-type: none"> <li>• Lacks organization and is difficult or impossible to follow</li> <li>• Demonstrates no effective use of transitions and connections among ideas are missing</li> <li>• Reflects no identifiable introduction or conclusion</li> </ul>
<b>Style</b>	<ul style="list-style-type: none"> <li>• Demonstrates a writing style that is appropriate to audience</li> <li>• Reflects a controlled writing style and illustrates the use of effective and varied sentences and paragraphs</li> <li>• Reflects precise and carefully selected word choice for clarity and effect</li> <li>• Develops strong and vivid images (narrative only)</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates understanding of audience through writing style fairly consistently</li> <li>• Reflects a generally controlled writing style but may lack variety in sentence length and structure</li> <li>• Reflects use of language that is functional and appropriate</li> <li>• Includes some descriptive language (narrative only)</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates a writing style that reflects little knowledge of audience</li> <li>• Uses some awkward constructions or demonstrates repeated use of a particular sentence structure</li> <li>• Uses words that are monotonous and often repetitious</li> <li>• Reflects inappropriate or inaccurate use of description (narrative only)</li> </ul>	<ul style="list-style-type: none"> <li>• Reflects a writing style that is inappropriate for audience or does not demonstrate knowledge of audience</li> <li>• Demonstrates the use of fragmented or run on sentences that make the essay difficult or impossible to read with understanding.</li> <li>• Demonstrates limited range of words</li> <li>• Includes many words that are misused</li> </ul>
<b>Conventions</b>	<ul style="list-style-type: none"> <li>• Reflects exceptional control of conventions; errors are few and minor</li> </ul>	<ul style="list-style-type: none"> <li>• Reflects control of most writing conventions; contains occasional errors that do not interfere with clarity of message</li> </ul>	<ul style="list-style-type: none"> <li>• Reflects limited control of conventions; contains frequent errors that may begin to interfere with understanding</li> </ul>	<ul style="list-style-type: none"> <li>• Reflects numerous errors that make the text difficult or impossible to read</li> </ul>